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MANUAL FOR IN-SERVICE TRAINING OF INSTRUCTORS: ACADEMIC REMEDIATION, MOTIVATION, AND ATTITUDES

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MANUAL FOR IN-SERVICE TRAINING OF INSTRUCTORS:
ACADEMIC REMEDIATION, MOTIVATION, AND ATTITUDES

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20. ABSTRACT *(Continue on reverse side if necessary and identify by block number)*

This report describes a 6-hour in-service training program for Navy instructors. The instructional method used is a highly structured peer group discussion designed to elicit a wide range of comments describing instructors' interactions with students. This process identifies good and poor practices and results in a group consensus regarding the most desirable instructor behavior. The views of individuals that coincide with the consensus are reinforced, while those individuals whose views differ often decide to adopt the constructive model of respected peers. Four topics--Navy

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training goals, academic remediation, motivation, and attitudes--are addressed in the form of discussion questions. Common responses are provided to help the discussion leader evaluate progress and vary the conduct of the discussion to achieve the program objectives. A section on discussion leading techniques is included.

FOREWORD

This research and development was conducted in support of exploratory development task area ZF63-522-001-002 (Methodology for Development and Evaluation of Navy Training Programs), work unit 03.33 (Practical Problems in the Implementation of Individualized Instruction) and was sponsored by the Chief of Naval Education and Training.
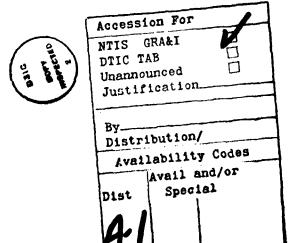
This manual is designed to contribute to instructor knowledge and skills in the following four critical areas:

1. Awareness of Navy training goals to which instructors may contribute.

2. Assisting students who have academic or study problems.

3. Understanding and using positive motivational techniques.

4. Contributing to the development of positive student attitudes toward their training and toward the Navy.

The training described herein is recommended for instructors in both self-paced computer managed and traditional instructional systems.

This report supersedes NPRDC SR 80-28, which described an earlier version of the manual.

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CONTENTS

SECTION 1. OVERVIEW

Purpose

The purpose of this manual is to set forth procedures for conducting in-service training of instructors in on-the-job behavior toward their students. This training is achieved by means of structured peer group discussions and is applicable for all Navy instructors, including those who use computer-managed instruction (CMI). The entire program requires three 2-hour sessions.

This manual can also be used as a guide for effective selection and training of peer group discussion leaders (DLs) by directors of instruction, training officers, and course directors. This training should be conducted entirely in-house (i.e., by personnel assigned to the school).

Method

The peer (instructor) group training described in this manual is structured to elicit a wide range of comments describing the interaction of instructors with students. This process identifies good and poor practices and results in a group consensus regarding the most desirable instructor behavior. Individuals whose views coincide with the consensus find their views are reinforced, while those whose views differ often decide to adopt the constructive model of respected peers.

Course Content

This program is directed to specific objectives and its content is developed logically and systematically in the form of carefully sequenced questions. Samples of desired and possible responses to these questions are also included, enabling the DL to guide the discussion toward program objectives. These discussion questions and their associated guidance material constitute the course content. This manual includes, therefore, both the training material for the DL and the subject matter of the course. Comments on evaluation of the program are also included.

SECTION 2. SETTING UP THE COURSE

Selecting Discussion Leaders

The DLs should be equal to or superior in rank to the participants of the in-service training. Usually, this means that they will be at least an E-7. The DLs must have had experience as an instructor in the school in which the training is undertaken and should be generally recognized as being among the more capable members of the school's instructional or administrative staff. They must be models of military standards and virtues and also must understand and accept the procedures and concepts set forth in this manual. It is essential that they refrain from substituting their own personal concepts of instructor needs, school problems, change strategies, or leadership goals. Three DL candidates should be selected and oriented to the program prior to being trained as group discussion leaders.

Orienting the Discussion Leaders

Orientation consists mainly of becoming very familiar with this manual. Specific points that must be understood are:

1. Important strides toward the attainment of major Navy training goals are taken when instructors understand these goals and how their work contributes to them. The DL must keep these goals in mind at all times (see p. 3).

2. A strategy for enabling instructors to improve their performance is built into this program (see Section 3).

3. Discussion leading procedures are intended to help the DL get full participation, relate comments to Navy goals, and ensure that the group learns from both good and poor practices reported by participants. The topics and discussion questions are organized to reinforce good instructional practices. The less adequate instructors learn from the better instructors, but no one is made to look bad (see Section 4).

4. The course content consists of carefully sequenced questions for the four topics: Navy goals for giving training, academic assistance to struggling students (both in the first session), motivation (second session), and attitudes (third session). Frequently occurring answers are given for many of the questions to help the DL recognize when the important points have been stated (see Section 6).

5. The objectives are given at the beginning of each discussion topic (Section 6) for the DL--not the group--to use. The DL must be very familiar with the objectives and must understand how the discussion questions relate to these objectives.

6. The DL may use this manual during the discussion or may abstract the questions and common answers onto conveniently sized file cards. In either case, the DL must be thoroughly familiar with the questions and common responses. It is not necessary to memorize them, but the DL must be familiar enough with them to be able to read them easily and have a good idea of questions coming next.

Training the Discussion Leaders

The actual training of DLs occurs as a result of leading a group. Therefore, while the DLs are gaining skill at this difficult task, some missteps must be expected. The learning

process will be speeded up and errors will be reduced if at least three persons are selected to become DLs. They should do their orientation study together (as much as possible) and should thoroughly discuss the procedures, the pitfalls (Section 7), and the course content. After this preparation, a discussion group with each of the three DLs leading one session should be scheduled. The two DLs not leading the discussion should observe and take notes of what the DL does, and does not do, well. A critique should be held immediately after each session. The learning process will be greatly helped if the sessions are tape recorded and the tapes are reviewed during the critique. DLs generally feel comfortable with their role and perform effectively after they have led two groups.

To keep anxiety under control while getting started with the first group, beginning DLs may take the following steps:

1. Prepare an introduction (based on the sample on page 10 in this manual). Learn it generally, but do not try to memorize it. Speak or tell what you can and read what you need to. Just be natural.

2. Review the DL's objectives for the session.

3. For each session, copy the questions and their expected answers onto 3- by 5-inch or 5- by 8-inch cards; or simply use the manual, although this tends to be slightly distracting. Review the questions thoroughly before each session.

4. Remind yourself of the DL functions described in this manual (Section 4) and refresh your memory as to the kinds of questions and comments you will use to ensure participation, capitalize on participants' comments, transition to new topics, etc.

5. When the discussion group has gathered, do the introduction, attend to any necessary administrative details, go directly into the first topic, read the opening statement (or if possible, state it without reading), and ask the first question. Do not hem and haw around; do the introduction and begin.

6. Use your judgment enlightened by the session objectives, the need to get full participation, and the guidance provided by the questions to tell you when a question has been discussed. (Usually, three or four people should comment on every question; in many cases, nearly all or even all participants will want to comment.)

Navy's Goals for Providing Training

Beyond technical knowledge and military bearing, few instructional personnel are aware of the Navy's goals to which training can and should contribute. Consequently, they overlook opportunities to contribute to trainee development in self-motivation, self-reliance, pride at being in the Navy, career interests, efficiency of study, and respect for instructors. The instructor should understand that effective interaction with students can lead to reaching such goals.

Some instructors not only miss opportunities to promote such goals but also degrade the goals they do recognize. Thus, in technical areas, some instructors feel that they only provide background and that the "real" training occurs later on the job or in specific equipment courses. The effect is to reduce the instructors' commitment to do the best job, since training that is "only background" is seen as relatively insignificant.

Similarly, some entry-level course instructors may communicate to the students that the school is not the "real" Navy, thus discouraging optimum effort by both the instructor and the students.

Another consequence of instructors' failure to see all of the training goals and their possible contributions to the achievement of these goals is that they miss out on job satisfactions. Instructors who characterize their duty as "babysitting," "paper shuffling," or "breaking rocks" miss the satisfaction of contributing to the skill and self-reliance of their students.[1]

The exact wording of the goals is not significant as long as the idea is expressed. Motivation must be established before Session 2 and some version of pride at being in the Navy (liking the Navy, identification with Navy, etc.) must be established before Session 3. The participants will probably flounder for several minutes before they identify all or most of the important goals, but the DL must continue to ask for the goals even if the group finds this kind of questioning rather puzzling. The fact that the instructors are generally unaware of these goals is one of the major problems, since goals provide a sense of direction and purpose to the performance of any job.

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[1]Much information about instructors' actions and beliefs was provided by participants in previous in-service training sessions. While most instructors are dedicated and professional, the behavior of the small minority may have disproportionately negative influence on students.

SECTION 3. THE CHANGE STRATEGY

A peer group discussion provides both information and models to illuminate exemplary performance. Group recognition and approval create a peer norm toward which instructors may move on their own initiative. The peer-group discussion identifies good practices and encourages their acceptance, while still protecting the individuals' autonomy and self-respect. It also reinforces the behavior of good instructors by reaffirming goals and effective practices.

Implementation

To implement this strategy, the DL elicits from the group:

1. A list of the Navy's goals for training students. These goals are the desirable attributes previously mentioned, such as technical competence, self-reliance, and self-motivation.

2. Statements showing how instructors become aware of students' academic and personal problems and how they can help the students overcome these problems and progress through school.

3. Statements identifying both desirable and unfortunate motivational practices and reinforcing the desirable practices.

4. Discussion showing the impact of the instructor on the students' identification with and attitudes toward the Navy and the importance of the instructor as a representative of the Navy and as a model for students to emulate or reject.

5. Statements to ensure that instructors recognize their important contributions to the achievement of Navy training goals.

The reasons for this strategy are:

1. Instructors regard the Navy's goals for training as important objectives and as criteria of their own job performance. With these objectives and criteria, the group determines which practices are more effective or desirable than others. This gives the instructors a basis for changing their practices. Without these objectives and criteria, one instructor's opinion about some job practice may be as good as another's and there is no encouragement for change.

2. Information exchange through peer group discussion illuminates inadequate job conduct in a neutral way without any threat or implication of incompetence. To accomplish maximum improvement, the instructors must not be made to feel defensive; they must not be placed into a position in which they feel called upon to defend inadequate behavior.

3. When instructors recognize that respected and effective peers perform and conceptualize in ways that differ from their own, they are encouraged to change toward the peer group norm.

4. Job satisfaction is an important element in maintaining job effectiveness. Those instructors who have a derogatory opinion of their job have little or no job satisfaction. When they recognize the positive contributions that instructors can make to student

progress and to the Navy's training goals, they may also realize the value of their work and feel satisfaction in it.

Discussion Topic Sequence

The topics are sequenced to support the change strategy and should be taken in order. The first session deals with the Navy's goals for giving training and with student learning difficulties; the second, with student motivation; and the third, with instructor-student interactions. This sequence of topics is deliberate. First, aside from technical knowledge and military bearing, instructional personnel generally seem to be unaware of other important Navy goals to which training could contribute. As noted before, the Navy training goals may be considered as the criteria of instructor performance and effectiveness, which enable participants to identify desirable practices. This insight is essential for self-initiated change in the way the instructor deals with students.

The instructor's role in helping students with learning problems is a low-threat topic that provides much positive feedback to the group participants. It is easy to talk about and all instructors can contribute to the discussion. Remediation of learning or study is clearly related to the Navy's goal of developing competent technicians. Meeting this goal is usually a source of satisfaction to instructors and also tends to validate the other Navy goals. Providing this type of assistance may become the model of instructor-student interactions in the more sensitive areas. The instructors may perceive task-oriented, business-like, but pleasant interactions in the service of Navy goals as the appropriate type of relationship with students. This facilitates the development of effective teaching and leadership.

Student motivation, the topic of the second session, is moderately threatening. Many instructors seem to be defensive about inadequately motivated students, as if they were personally responsible. Some instructors adopt a brusque military stance, not realizing that this is counterproductive as well as unnecessary. Some instructors use rough language or threats. Some use derogatory labels in clumsy efforts to joke with students. It is important that during the discussion such inadequate behaviors are replaced with positive ones.

Instructor-student interaction is the highest threat topic. Instructors seem to be aware of problems, but they often do not understand their own role in their poor relationships with students. Their own role includes cursing, charges of stupidity or laziness, making threats or unrealistic demands, and showing favoritism. Some instructors have openly criticized the students, school, training methods, and Navy. Again, it is vital to explore positive interactions thoroughly. The discussion must bring out the instructors' impact as a positive or negative model for students and their power to influence student attitudes toward the school, the training, and the Navy.

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SECTION 4. FUNCTIONS OF DISCUSSION LEADERS

The DLs implement the change strategy by the manner in which they conduct the discussion; that is, how successfully they carry out the following five functions.

1. Provide a model for the participants by:

    a. Being respectful.

    b. Exemplifying an affirmative attitude toward the objectives and the substance of the discussions.

    c. Exploring a topic thoroughly.

    d. Soliciting participation and contributions of all members of the group.

    e. Responding to facial expressions, vocal inflections, etc. as cues to elicit contributions.

    f. Preventing digressions into nonessential topics (such as griping) by explaining that they are outside the scope of the in-service course.

    g. Preventing digressions into other essential topics by explaining that they will be considered later.

    h. Exemplifying a good military appearance and manner.

    i. Keeping a light touch, a sense of humor.

    j. Not acting the part of the duty expert or "school solution."

    k. Not trying to influence participants with personal views or insights.

    l. Not telling sea stories.

    m. Not commenting critically with negative inflections, facial expressions, etc.

    n. Not asking leading questions (e.g., "Don't you think that . . . ?" or "Aren't you in favor of . . . ?").

    o. Not bringing up worthwhile topics outside the scope of this program.

    p. Not using devil's advocate tactics.

    q. Not expressing favoritism in seeking inputs.

2. Introduce the question to be discussed (e.g., "What are the Navy's goals for giving training?" or "How do you tell when a student is having problems of some sort?").

3. Assure the participation of all persons in the group by addressing each by name and by thoroughly exploring each topic.

4. Direct the discussion by a number of methods, some of which are listed below.

   a. Asking for additional views, supporting evidence, related ideas, counter-evidence.

   Examples:

   "Petty Officer_____, how have you handled that kind of situation?"
   "Petty Officer_____, do you do _____differently in your class?"
   "In your experience, _____, how does [whatever] work out?"

   b. Introducing summaries and related topics.

   Example:

   "Several people have explained how they deal with _____, and it looks as though you are in agreement that _____ is [is not] the thing to do. Now, let us consider what the student's reaction might be. Petty Officer _____, how do you think the student would respond to [whatever]?"

   c. Tying one participant's comments to another's to reinforce or to contrast.

   Example:

   "Petty Officer _____ said that students should not get strokes for doing their jobs. However, a little while ago, Petty Officer_____said that 'attaboys' are one of the instructor's most useful techniques. Do we have a difference of opinion here? Petty Officer_____, give us your views on this matter."

   > Note. Do not ask if one participant agrees with the statement made by another. You are not taking a poll; questions with yes-no answers shut off discussion. Instead, ask something on this order: "How do you feel about that [issue, question, viewpoint]?" or "What's your reaction to_____?"

   d. Relating the participants' contributions to the Navy's goals to show how instructors help achieve these goals or to raise the possibility that some instructors might inadvertently be working contrary to the Navy's goals.

   Examples:

   "Petty Officer_____, what is the effect of [whatever] on the student?"
   "Is that the effect the Navy wants to achieve, _____?"
   "Does that help achieve Navy goals?"

   e. Exposing exaggerations and stereotypes.

   Examples:

   "You said all students are [rocks]. Is that true? Are they all [rocks]?"

   "How many students are here just to have a good time?" (Following the assertion) or "Students are here name of base to have a good time?"

"How would you expect students to feel when you call them 'dirt balls'?"

In response to negative generalizations about motivation, the DL may ask, "How many students are [are not] motivated"?

5. Ensure that important matters are reinforced. Particularly, the DL makes sure that positive instructor actions (academic help, motivational techniques, and positive model) are emphasized and repeated in summary comments. By getting the instructors to talk about student reactions, the DL ensures that the effects of instructor actions, including contributions to all the Navy goals, are clearly established. As noted earlier, instructors should understand their critical role in student success, satisfaction, and commitment to the Navy, and take pride in their contributions to these desirable outcomes.

The DL must make appropriate transition comments when a topic has been covered and it is time to move on. Making evaluative (commendatory) remarks out of habit as an instructor is undesirable because it takes the DL out of the discussion-leader role and into an evaluational-authority role. Accordingly, the DL must use comments such as the following when transition is called for.

Examples:

"We've had several different ideas expressed about [whatever topic]. Now, let's go on to [next topic]."

"Some of you have said [whatever] about [the topic under discussion]. Others have expressed a different view. Evidently, there is a difference of opinion. Now, we will move on to the next topic."

"You seem to be pretty much in agreement that [whatever the conclusion was]. Now let's discuss a [new] [different] [related] topic. [State the next question or topic.]"

"Several of you indicated that you [treated students in a certain way] [used the technique of _____ with your students] [handled a problem in such and such a way]. Now, can anyone give us an [alternate method] [different method]?"

"We've had different views expressed about this matter. Let's make sure we're clear on these before we go on to the next subject. Petty Officer _____, would you please summarize the different ideas?"

"Are there any further points that should be expressed?" (Pause, check facial expressions and body language; ask group members by name; for example, "Petty Officer _____, are there any other points that should be made, is there anything we've missed?" Repeat this question with one or two others.) If everyone is satisfied, simply state the next question without any other comment. (Do not say, "Well, we've got that one covered," or similar comment that could give participants a wrong idea about what they are present to do.)

SECTION 5. STRUCTURING THE GROUP

Selecting the Participants

Each discussion group should include no more than nine or ten participants. Instructors and supervisors should be scheduled in separate groups to avoid any inhibitions on the part of subordinates.

Scheduling Sessions

Sessions should be separated by at least 1 day to allow participants time for reflection and further discussion among themselves. Since Mondays and Fridays are often very busy days, the best schedule would be to meet on Tuesdays and Thursdays. Set aside 2 hours for each session plus an additional 10 to 15 minutes authorized (if possible) for the important and stimulating discussions that often develop toward the end of the period.

To encourage positive support, instructors should be released from their regularly scheduled shifts during their participation and should not be required to use off-duty time. Experience indicates that many instructors will volunteer and that good results with the first group encourages additional volunteering.

Introducing the In-service Program to Participants

Since peer group discussion is not a widely used training technique, the instructors who participate in this program may be curious or somewhat wary of its objectives. Typically, participants want to know the purpose of the project, why they were selected to participate, whether their selection implies either criticism or favorable evaluation, the ground rules for participating, and the disposition of the audio tapes (if sessions are taped).

The introduction should avoid negative comments about instructor performance and, instead, emphasize building on existing courses and professional skills. It should be explained that the audio tapes (if used) are intended for DL feedback and improvement. State beforehand if any school official will listen to the tapes. The introduction should also include information on the session schedule. The availability of all participants for all sesssions should be verified; substitution of personnel during the sessions is distracting and should be avoided.

Sample Introduction

Although the DL will probably want to make up his own introduction, the following introduction may be used as a model. Note that this sample addresses the concerns identified above and also transitions directly into the first discussion topic.

> Gentlemen, fellow instructors, or ladies and gentlemen [as appropriate], the purpose of these meetings is to bring instructors together in a peer group discussion to share ideas and experiences about some topics and learn from each other. This is a form of in-service training for instructors. The intent is to build on your training in instructor skills.
>
> I am Chief _____ [if self-introduction is necessary] and I will be the discussion leader today.

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Chief _____ will also be discussion leader, at another session.

(Note. Identify anyone present, in addition to the DLs and the instructor group, by proper title, name, and organization and also state the purpose for the visit.)

For an effective discussion, people of different experience, different background, and different ideas are needed. You have been selected to provide a good cross-section.

We will meet today for 2 hours and again at [scheduled days and times]. The meetings will take place [state location]. Everyone is expected for all three meetings. Is there anyone who cannot make all three meetings because of scheduled duty or leave or for other reasons? (DL must follow up on any problems.)

I will introduce the discussion topics and guide the discussion to keep it on track. We want everyone to take part. It is not necessary to wait for me to call on you. If you have something to say about a topic or want to contribute to another instructor's comments, go ahead and speak; that makes for a better discussion. Just do not choke off someone who is speaking.

(Note. If the session is being taped, state the purpose for the taping (usually DL training). You can replay the tape later, if you want to. State the names of any other persons who will hear the tape).

What you say in these discussions will not be repeated elsewhere by the (visitor) or the discussion leaders.

Today, we are going to talk about the Navy's goals for providing training to the men and women who go through these schools. We will also talk about students' academic problems and how you help them overcome their problems. At our second meeting, we will discuss motivation, and, at the last meeting, the main topic will be instructor-student interactions and how they create or influence the students' attitudes.

The first topic is goals.

Getting Started

After the program introduction, continue directly and state:

You all know the Navy runs one of the largest formal school training establishments in the world. As most technical training is oriented to operation and/or maintenance, we can call operation and maintenance "training goals." But this is not a complete statement of all important goals. For the next few minutes, I will ask you to state all of the important goals to which the Navy wants training to contribute. To begin with, let us divide goals into "technical," "military," and, for good measure, a third category that we might call "personal attributes." What are the Navy's goals for giving training to the men and women who go through our schools?" (Questions begin on page 12.)

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SECTION 6. COURSE CONTENT

General

This program is oriented around specific topics. The DL should follow the order in which the questions are given in this manual. As there are more questions than can be used in the time available, the DL will have to choose which to use and which to omit. Questions that have already been covered by the discussion should be omitted.

Rewording of questions is not recommended because experience has shown this often diverts the discussion away from the objectives of the program. In some instances, the DL could unwittingly prompt discussion that is contrary to those objectives.

The DL must save sufficient time for the integrative and reinforcing questions that conclude the discussions of remediation, motivation, and interactions. This is especially important at the conclusion of the last session, when the major topics are briefly reviewed and their relationships to the accomplishments and needs of the instructors are brought out.

Often, participants will answer the questions with the responses given with the questions. The DL, however, should not expect a literal recital in every instance, but should accept sensible alternative responses and realize that a question may bring about a worthwhile discussion—one that is related to the objectives of this program—on a related or parallel topic. In that case, it is wise to stay with the new topic and decide later whether to return to the first one.

Session 1. Navy's Goals for Giving Training and Academic Remediation

DL's Objectives

> (Note. These objectives are for the DL's guidance, not for group discussion.)

The three objectives for the first session (after the introduction) are to:

1. Establish the Navy's goals for providing training to people who go through the technical schools. This is a difficult topic and additional guidance is given in Section 7, "Difficulties for the Discussion Leader to Anticipate."

2. Show that the participants, by their own comments, are skillful and dedicated in identifying students' academic problems and helping the students overcome them.

3. Ensure that the participants understand that, by contributing to the students' progress, they are helping to achieve important Navy goals. The point that they may feel honest pride in their contributions should be brought out.

Discussion Questions

Navy's Goals for Giving Training.

1. What are the Navy's goals for giving training to the men and women who go through our schools?

To produce school graduates who exhibit:

a. Technical knowledge.
b. Military bearing.
c. Self-motivation.
d. Interest in a Navy career.
e. Self-reliance in study and work.
f. Pride in, identification with, and liking for the Navy.
g. Perseverance in study and work.
h. Dependability without supervision.
i. Respect for instructors.
j. Respect for chain of command.
k. Liking for school.

(Note. If participants mention most of these, go to question 13.)

2. What other goals are there?

(Note. Questions 2-12 are alternative phrasings or additional probes to use if participants flounder. Generally speaking, they simply restate the first question.)

3. In addition to the goals you have already identified, there are others. Can you give more?

4. What other kinds of goals--both military and professional--do you think there might be?

5. In addition to the technical skills, what other goals does the Navy have that training should contribute to?

6. What other characteristics would the ideal Navy technician have?

7. (If participants do not mention military bearing, ask:) As members of a military organization, are there any military goals that we should consider?

(Note. Some instructors appear to use the term "military bearing" to mean anything from shined shoes to patriotism. These people may think they have given a complete description when they state military bearing, but the private nature of their concept prevents communication; the DL must press for clarification. The DL may rephrase the question if the group bogs down on military bearing. Questions 8-11 are examples of rephrasing. Get inputs from at least five or six people on this question.)

8. What do you mean when you say "military bearing"?

9. When you say military bearing, what are you referring to?

10. What characteristics do you include in your thinking about military bearing?

11. People vary in what they mean by the term military bearing. Would you explain what you mean by this term?

12.   (If participants do not come up with traits such as self-reliance, ask:) What are the personal traits that distinguish a good worker from a poor one?

13.   (After several of the important goals have been given, ask:) Why is it important that we should be aware of these goals?

Possible answers are:

a.   They tell us what we are trying to accomplish, what our job is.
b.   We can use them to tell if we are doing a complete job.
c.   They define our professional business.
d.   We can compare notes about our work with each other.
e.   We can refer to them to tell how well we are doing our jobs.
f.   Achievement of our goals provides our job satisfaction.

14.   Keeping in mind the goals we have identified, what can we as instructors do to help students establish and realize these goals?

(Note. Upon completion of the goals discussion, go directly into the questions on academic remediation.)

Academic Remediation.

1.   You have all had some students who had trouble meeting the course requirements and attaining their goals. How do you recognize when students are having trouble with the material in the course?

Possible answers are:

a.   By their high aptitude scores and low performance.
b.   By their above average efforts and below average results.
c.   By the degree and quality of their class participation.
d.   By the unusual amount of time they spend on the topic.
e.   By the items they miss on tests or exercises.
f.   By various indices available from the progress report.
g.   By the questions they ask.
h.   By body language cues such as:
    (1)   Facial expressions.
    (2)   Changes in study behavior.
    (3)   Restlessness.
    (4)   Turning pages not at a normal reading pace.
i.   By questioning them about the topic.
j.   By frustration cues such as:
    (1)   Banging the table.
    (2)   Taking extra breaks.
    (3)   Talking to other students.
k.   By inadequate notes (or absence of notes).
l.   By excessive time writing notes.

2.   How can you tell if someone is hung up on a topic, not making progress, or failing to understand?

(Note. Responses will be about the same as in question 1. The point
to establish is that both knowledge of and observation of the students
are important. If this has already come out, you can skip question 2.)

3. How do you determine if a student is or is not ready for some test or exercise?
(Here, the point is to find out the many ways instructors keep track of student
performance and progress.)

4. (If there is a progress report that has not been mentioned, ask:) Is the progress
report any help?

(Note. If there is no daily or weekly progress report, substitute
quizzes, performance on exercises, responses to oral questions, etc.)

5. How does the progress report help?

6. Does anyone use the progress report in any other way?

7. Does everyone use the progress report?

8. Does anyone make a practice of observing students while they are studying or
while they are working? What do you look for?

Possible answers are:

a. Time on topic.
b. Indications of difficulty such as body language cues.

9. If you think that a student might be having some problem, how do you find out
for sure?

Possible answers are:

a. Observe.
b. Question.

10. Are there any occasions when you might ask a student what she or he is studying
or doing? Why would you do this? How would you decide if this was appropriate?

Possible answers are:

a. To verify the problem in order to give help.
b. To verify the student's progress.
c. It is always appropriate.

11. For self-paced instructors:

a. What does the self-paced system intend the instructors to do concerning
student progress?

b. Are there limits to the type or amount of help the instructor may give a
student?

c.   How do you provide remedial assistance to one student when others who also need your attention are waiting?

d.   Could the self-paced system function without the instructor? Why not?

e.   What does the instructor add to the self-paced system?

12.   What is the instructor's role in remediation of students who have learning or subject matter problems?

Possible answers are to:

a.   Discover that a problem exists.
b.   Attempt to determine the nature of the problem.
c.   Provide explanations, additional materials.
d.   Suggest references.
e.   Refer students for counseling.
f.   Direct increased student effort if necessary.
g.   Provide encouragement.
h.   Monitor students' progress.

13.   What do you do when you try to help students and they do not seem to understand?

14.   When you have a student who tries but still cannot make the grade, how do you help that student establish new goals within his or her grasp?

15.   Have you ever worked with students and finally helped them to succeed? Explain the situation and how you helped.

(Note. This is a very important question. Be sure to get several reports of successful helping; you will refer back to them in the second session.)

16.   Have any of you helped students improve their study skills? What did you do?

17.   What is your theory or philosophy about giving help? What does this mean in terms of what you say to students; what you do with them?

18.   In what ways does your ability to anticipate and prevent problems or help students who have problems relate to the Navy's goals for giving training?

19.   Can you say that the work you do is important to the success of the Navy training goals?

20.   Just on the basis of what we talked about today, what are some of the characteristics of a good instructor?

Possible answers are a good instructor:

a.   Knows the goals and consciously tries to contribute to them.
b.   Knows students, observes progress, provides timely help.

Session 2. Motivation

DL's Objectives

For the second session, motivation must be elicited as an important Navy goal or perhaps the group may need to be reminded that they had previously identified it as a major goal.

A second objective is to establish behavioral indicators of students' motivation. A definition is not needed and perhaps is not even desirable. The point is to identify student actions and activities that are recognized as being evidence of motivation. These may include enlisting in the Navy, signing up for a particular technical area, studying, persisting in efforts to think through or solve problems in the course assignments, etc.

The third objective is to identify as many as possible of the ways that instructors encourage, reward, and inspire students, bringing out the beneficial effects of success and the discouraging effects of failure. In this context, the academic help that instructors give students has powerful motivational value. Similarly, the growth of self-motivation as a result of the students' academic and technical development must be brought out. Instances of negative effects are also needed. Before the end of this session, the participants should realize that they can hardly overestimate their motivational impact on the students. As before, they should feel pride in their contributions to Navy goals.

Discussion Questions

(Note. If motivation was not previously established as a Navy goal, state, "Today we are going to talk about motivation. Do you think there might be some Navy goal concerning motivation?" Continue to rephrase this question as often as needed to establish the goal of strong self-motivation.)

1. What are some of the ways that students show interest or motivation?

   Sample responses include:

   a. Enlisting in the Navy.
   b. Signing up for a particular technical area.
   c. Studying.
   d. Persisting in efforts to solve or complete a problem or assignment.
   e. Trying to think through a problem by themselves.
   f. Asking questions.
   g. Showing interest in Navy life, work, careers, travel, liberty, etc.
   h. Asking for feedback on performance or progress.
   i. Seeking "attaboys."
   j. Competing.
   k. Seeking opportunities to converse with instructors.
   l. Seeking to be recognized by instructors.
   m. Showing up where instructors might be.
   n. Attempting to tie one topic to another.
   o. Looking at laboratory equipment.

2. What is the student getting out of his or her training?

Possible answers are:

a. An interesting life.
b. Good pay.
c. Job skills.
d. Self-development.
e. General knowledge.
f. Self-direction.
g. Maturity.
h. The ability to learn.
i. New goals.
j. Responsibility.

3. How do instructors convey the importance of the training to the students? (What words, what examples?)

Possible answers are by:

a. Being enthusiastic, diligent, professional, etc.
b. Commenting on the relationships between training and careers.
c. Giving examples of how training helps job performance.
d. Recognizing kinds of student growth (question 2, above).

4. What do you tell or show students about a Navy career? How do you put it across to students? Is what you put across positive or negative?

(Note. Questions 5 and 6 may be omitted if the DL is pressed for time.)

5. Do students who are really motivated sometimes act as if they are not? Why?

Possible answers are that:

a. Students think it is "cool" to pretend disinterest.

b. Students are afraid that instructors or other students will regard them as "brown nosers."

c. Students are afraid of failing and prefer to say they have not tried rather than to admit they are unable to do the work.

d. Students may be distracted by personal problems.

e. Failure often has a dampening effect on motivation.

(Note. The DL may ask the participants to give their own reactions when they tried something but failed.)

6. Why might students be reluctant to ask a question or ask for help?

Some possibilities are listed below:

a. They do not want to wait in line (CMI class).

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b.   They are afraid of being thought dumb.

c.   They do not want to bother the instructor with a "small" question and do not know if their question is "small" or "large."

d.   They fear the instructor.

e.   The instructor is cold, sarcastic, grouchy, hostile, etc.

7.   In the first session, several instructors mentioned helping a student overcome difficulties and succeed in the course.   What were the effects of this experience on the student?

They should comment that the student:

a.   Was more motivated.
b.   Felt better.
c.   Had more self-confidence.
d.   Appreciated the instructor's help.
e.   Respected the instructor.
f.   Liked the course better.
g.   Felt the Navy was helping him to succeed.

8.   In the above situation, how did you (instructors) feel when the student succeeded?   Is there any similarity between students and instructors in this regard?

9.   What are some of the other ways in which instructors can encourage students?

Any of the following may be mentioned:

a.   Giving explanations or help without appearing to be angry or disappointed.

b.   Recognizing the students' accomplishments with appropriate reactions (a nod, an "OK" or "attaboy," perhaps a handshake to the graduate who comes back to see the instructor, etc.).

c.   Learning and using students' names.

d.   Stopping at a student's work station to ask how he or she is doing or if there are any questions.

e.   Maintaining a pleasant expression.

f.   Commenting on satisfactory appearance as well as deficiencies at inspection.

g.   Being present a few minutes before or after class to chat with students.

h.   Noting student hang-ups and asking students if they need help.

i.   Talking positively about Navy work and careers.

j.   Being friendly in a task-oriented, businesslike way.

k.   Stating requirements positively and assuming the students will perform satisfactorily.

l.   Being a Navy model worthy of respect.

10.   What is the effect of success on students' work?

The student is likely to display:

a.   More interest.
b.   More effort.
c.   More self-confidence.
d.   More liking for the work.
e.   More self-direction.
f.   Respect for the instructors.

11.   Are there ways that an instructor may discourage or demotivate students? Can an instructor "turn students off"?

Yes; for example, by:

a.   Getting angry.
b.   Giving criticism.
c.   Blaming the students for failures.
d.   Making accusations.
e.   Calling students names.
f.   Making threats.
g.   Using foul language.
h.   Showing favoritism.
i.   Treating students inconsistently.
j.   Using derogatory labels as "jokes."
k.   Criticizing school, students, or Navy.
l.   Looking sloppy and being a poor Navy model.
m.   Showing disinterest.

12.   In what ways do the effects you have on students' motivation relate to the Navy's goals?

Positive techniques lead to increased output and positive self-motivation.

13.   Can you say that the work you do is important to the success of the Navy's goals?

14.   From what we have talked about today, how would you describe an ideal Navy instructor?

Possible answers are one who:

a.   Recognizes students' motivation.
b.   Uses positive motivational techniques.

Session 3. Attitudes

DL's Objectives

Objectives for the third session are similar to those for the second, except that now the emphasis is on the impact of instructors' actions on the students' attitudes toward themselves, their training, their school, their work, and the Navy. Experiences that have positive effects on motivation also have positive effects on attitudes and similarly for negative experiences and negative effects.

First, the goal of identification with or commitment to the Navy should be stated. Second, instructors must understand that students perceive them as positive or negative models to emulate or to reject. Third, the students' reaction to their instructors tends to be generalized and becomes part of the basis for commitment to or rejection of the Navy. Hence, it is important that students respect and admire their instructors.

Discussion Questions

(Note. If identification with or commitment to the Navy was not previously established as a Navy goal, state:

Today we are going to talk about the ways in which a student's liking for the Navy or feeling of identification with the Navy can be influenced. Do you think there might be a goal concerning identification with the Navy?

Continue to rephrase the question as often as needed to identify this goal.)

1. Why would the Navy want students to like and identify with the Navy?

Liking for or identification with the Navy may contribute to any of the following:

    a. Personal satisfaction.
    b. The feeling of having made a wise decision to enlist.
    c. Feeling of progress toward important vocational goals.
    d. Good word-of-mouth publicity.
    e. Development of career interest.
    f. Willingness to work harder and longer.
    g. Increased feelings of responsibility.
    h. More willingness to accept Navy standards.

2. Does the instructor have any influence on the students' reaction to the Navy?

The DL may refer back to instances of academic help or to examples of positive and negative motivational influences mentioned in earlier sessions. Whatever was positive or negative for motivation is also positive or negative for attitudes.

3. How do instructors influence students' attitudes? Let us take the positive influences first.

Again, all the instances of positive interactions previously noted apply here.

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4. How about influences that result in negative reactions? (The DL may refer back to previously mentioned inappropriate behaviors or see negative items on the sample student questionnaire, pp. 33, 34).

5. What will happen to discipline if instructors' demeanor toward students is pleasant? (The DL should be particularly careful here that participants do not change the question; they often want to make it read, "What will happen to discipline if the instructor is overly friendly?" That is not at issue and should not be discussed.)

Discipline will be easier, with fewer problems.

6. Is there any reason to prefer a strict, stern, or cold atmosphere over a pleasant classroom atmosphere? Does one contribute more to Navy's goals that the other? Why?

Possible answers are that:

a. A pleasant atmosphere leads to more achievement, better attitudes, and dependability.

b. A cold atmosphere leads to the opposite reactions (e.g., diligence only when the supervisor is present).

7. Is it wrong, bad, or harmful if the students like their instructor? (The DL should be careful here; participants often want to change the question to, "Should the instructor try to make friends with students or to achieve their respect?" This is not at issue and should not be discussed. The DL should repeat the original question if participants make this change.)

Students always like good instructors; they also respect them. It is not harmful.

8. Is there any reason why a student should not respect and like an instructor?

No, in fact, this is the best outcome.

9. What will the students' reaction be toward an instructor who does a solid, professional job in a pleasant way?

Respect, liking, identification, positive modeling.

10. How should the student feel about an instructor? Is there any reason why the student should fear an instructor? (Some instructors use fear as a synonym for respect; have them clarify if they say that students should fear instructors.)

11. Do some instructors sometimes act in a way that causes their students to fear them? Is it possible that instructors sometimes confuse fear and respect?

12. Do instructors ever have trouble treating students equally? What about the slow learners, disciplinary problems, or females?

(Note. If international students are enrolled, the DL may offer to discuss instructors' reactions to them. For example, some instructors report making an effort to be excessively diplomatic or courteous, which both international and US students perceive as different and

unequal treatment. If the DL prefers, this topic may be raised following question 13.)

Definitely; equal treatment is a problem for everyone to work on.

13. What kinds of students are most difficult for instructors to discipline fairly and equally (also see next question)?

Generally speaking, students who look sloppy, lack interest, and have a poor attitude.

14. What do students do that make instructors angry?

Common student faults are to:

a. Put forth insufficient effort.
b. Appear to be disinterested.
c. Be unmilitary in appearance, grooming, or manner.
d. Fail to learn after two or more explanations.

(Note. The reason for raising these issues is to help instructors realize that everyone gets angry, but that individuals handle their emotions differently. The DL may also ask some version of the following questions.)

15. How do you deal with these kinds of students?

16. How do you correct students constructively--without calling them names, insulting them, humiliating them, etc.?

Correction should be given calmly, fairly, objectively, clearly, firmly, privately.

17. If you do lash out at a student who deserved it, what is the effect on the other students in the class? How do they react to your action?

The students may:

a. Fear the instructor.
b. Reduce their class participation.
c. Develop attitudes of dislike, disrespect, disgust, etc.
d. Generalize negative attitudes to the entire Navy.
e. Attempt to avoid the instructor.
f. Generate much negative conversation, which could result in correspondence critical of Navy.
g. Discourage others from enlisting.

18. How do instructors encourage students to be self-reliant? (Student success is the key element. Challenge every statement that involves rough words, rough treatment, refusal to help, threats, etc. Ask, "What other effects does that treatment have on the student? Are these the effects that the Navy wants?")

19. What is the instructor's philosophy about creating attitudes? How does that come across in action toward the student? How does the student react?

The essential point is to do a solid, professional job.

20. Are some students looking for leaders to imitate?

Definitely, perhaps even the majority is.

21. Is the instructor important as a model for students to follow?

For the students, the instructor should be a:

a. Mature person.
b. Professional.
c. Career person.
d. Skilled technician.
e. Responsible person.
f. Example of military bearing.
g. Leader.

Instructors may also illustrate many negative traits, such as lack of competence, coldness, favoritism, hostility, inconsistency, etc.

22. Does the competent model have an influence on the students' work output and attitudes toward the Navy? In what ways?

Students want to be like the good model and follow his or her example.

23. Are students' feelings of identification with the Navy influenced by their instructors?

They can have very strong effects--good or bad.

24. In what ways do your effects on students' attitudes relate to the Navy's goals?

They may reinforce them or lead to rejection of them.

25. Describe the instructor who has a favorable influence on student work output and attitudes toward the Navy.

Ideal military technician model.

Final Review

Objectives. The DL should reserve about 15 minutes at the end of the third session for a review of the three meetings. The review objectives are to reinforce the important conclusions that (1) instructors contribute to a number of important Navy goals, (2) instructors are able to spot and deal with students' academic problems, (3) instructors have a powerful influence on motivation, (4) student attitudes toward the school and the Navy are greatly influenced by their feeling toward the instructor, and (5) instructors have the right to be proud of their contributions to student growth and development and to the Navy's goals.

Discussion Questions.

1. In our first meeting we identified some Navy goals. What were they?

2. Why do we want you to think about Navy goals?

This review should include the following reasons:

      a. Goals give direction. They help instructors determine what they are to accomplish.

      b. Goals are criteria of the value of the instructor's work.

      c. Instructors should feel pride in their contributions to these goals.

      d. Goals provide a common point for instructors to exchange ideas and experience concerning their work.

3. What are some of the ways in which instructors provide academic help to their students? (A short listing will suffice.)

4. Review for us some of the ways in which instructors encourage their students. (Again, a brief summary is all that is needed.)

5. What did we conclude about the significance of the instructor as a role model for the students?

6. Several times we described an ideal instructor. Will someone put those descriptions together? (After this is done, the DL states, "That description fits some instructors perfectly.")

      An ideal instructor:

      a. Keeps the Navy's goals in mind and consciously tries to support them.
      b. Recognizes and deals with learning problems.
      c. Uses positive motivational techniques.
      d. Provides a strong, military technician model for students.

7. Several times we talked about the instructor's contributions to the Navy's goals for giving training to men and women. Were we honest in this? Do we contribute? Do we have the right to feel satisfaction because of our contributions?

If participants remain silent out of modesty, the DL states, "I believe we do."

SECTION 7. DIFFICULTIES FOR DISCUSSION LEADERS TO ANTICIPATE

Establishing the Navy's Goals for Training

If the group does not identify the Navy's goals for training quickly, the DL usually feels great pressure to get them clearly stated. A common result is that the DL tells the group what the goals should be, which produces negative results. Some of the participants do not believe what was said and, even worse, group participation is discouraged. This negates the change strategy.

The DL will find that the participants have difficulty getting past the goal of technical proficiency. Instructors will mention that the Navy wants "a person who has the basics," "a person who can learn on the job," or "a person who has technical skills or knowledge." After several such comments have been given, the DL should recognize their similarity and state, "From now on we will refer to this goal as 'technical proficiency' or [another appropriate term]."

Participants usually identify the goal of military acceptability or military bearing in a relatively short time, but often have difficulty explaining what they mean by it.

After these two goals, the group may flounder for many minutes trying to figure out what the DL wants them to say. To redirect their thinking in the desired direction, the DL may say, "We have the [technical] [academic] [skill-knowledge kind] of goal established. What other characteristics would the ideal technician have?" or, "In addition to the technical goals, the Navy want its training to contribute to what other kinds of goals?" He must keep on rephrasing his questions for as long as 15 to 20 minutes if necessary.

Preventing Gripe Sessions

The DL can expect that someone will make a complaint within the first few minutes. Common gripes are student load, shortage or inadequacy of training materials, clerical tasks, "pushing" students through too fast to achieve good quality, and various student shortcomings. If the DL allows it, the entire session may be taken up with such topics.

Aside from the obvious policy reasons for discouraging gripe sessions, griping causes the speaker to feel impotent, rather than effective and able. It permits the disassociation of responsibility. It diminishes the value of the training endeavor. These effects limit the instructors' perception of their power to contribute, their responsibility for student progress, and their value to the Navy.

When the first gripe is made, the DL should recognize the speaker's concern, but yet rule out such comments. For example, he or she might say, "Yes, the instructor's work is difficult when the student load is at its peak. We are here, however, to share particular important experiences and ideas and, to accomplish this in our time frame, we will discuss only the topics that keep us on track. What are some other Navy goals for giving training?" The DL should repeat some variation of this comment whenever there is any griping and return to the topic being discussed before the griping occurred.

If a complaint concerns internal school business, the DL states, "This is an internal school management matter. You all know the channels for that kind of communication. What are some other Navy goals for giving training?" (or, repeat the question that restores the proper topic).

If a gripe concerns other parts of the training pipeline, the DL states, "Our concern is to do the best job we can in our part of the pipeline. What are the other important Navy goals for giving training?"

Using these tactics will reduce, but not totally eliminate, the tendency toward unproductive criticism. Remaining alert to the first sign of griping through all the sessions helps to reduce this problem.

Negative Responses to the Topic of Student Motivation

Negative responses can be expected when the topic of student motivation is introduced. Many instructors seem defensive about motivation. Many will assert that there is nothing they can do to motivate students and that students must provide their own motivation. The DL should not argue or ask questions that indicate disagreement or challenge. The best tactic is to ask for other views, but no attempt should be made to settle this issue by obtaining pro and con assertions. With the objectives for this session in mind, the DL should begin to elicit comments on the ways in which students show motivation, putting the discussion on the right track without mobilizing instructor defensiveness. The DL follows these comments by drawing out statements of what instructors have done to encourage and help their students. The DL may recall that earlier an instructor reported helping a student through an academic difficulty and then ask if this help had any effect on the student's effort, interest, willingness to work, willingness to relate to the instructor, or attitude. The tactic is to "skate around" the argument whether instructors can motivate students and simply get them to explain the ways in which they do.

The DL should also ask for instances of threats, punishments, verbal abuse, etc. and the motivational effect of these techniques.

Poor Participation

Discussion groups quickly settle into response patterns and, therefore, it is important to establish a good one immediately. The easiest way to do this is to look at each participant (not in turn because this teaches them they only have to comment when it is "their turn") and say something like:

"We've heard from Petty Officer _____ and Petty Officer _____." Then, with eye contact on the person you want next, continue, "How do you see this, Petty Officer _____?" or "Give us your slant on this, Petty Officer _____." or "There are other opinions on this matter. Petty Officer _____, what is another view on this?" or "We've heard the experience of two people. Let's hear what other [different] experiences you've had, Petty Officer _____ first and then Petty Officer _____."

Continue to use these kinds of tactics so that everyone will learn quickly that you truly do want full participation.

Avoid repeatedly calling on the same people. Often they will be across the table from you, at a comfortable distance and in a position where eye contact is easy to make. One type of person who can be called on too often is the really sharp individual who has it all together and says worthwhile things. Everyone likes to hear him and may even show this by turning toward him each time a new question is asked. Unfortunately, this "star" inhibits the less articulate persons, who often are the ones who need to speak up; so, do

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not fall unwittingly into the trap of focusing on the really sharp participant(s) too often. Discussion, not expert comment, is the goal.

Also, avoid the opposite trap of always calling on the left-field, off-the-wall person, who will become very self-conscious, anxious, and perhaps resentful if called on too often. Each group is different and so generalizing may not be much help, but it is reasonable first to give the group the opportunity to volunteer (after the first few questions) and then to use your direct techniques (as above) to encourage the less outspoken personnel.

If you have someone who reponds more often than you want, seat him or her where eye contact with you is difficult (e.g., beside you). You reduce this compulsive talker's excessive participation by calling on others, by encouraging others with eye contact and facial and postural language, and by using dampening hand gestures. On the other hand, be sure to allow the excessive talker as much opportunity as you allow others.

Persons seated together often reinforce each other in dominating the discussion or in withholding participation. Split them up at the next session. (Move the entire group around so that they do not feel singled out.)

Appropriate Student Attitudes Toward Instructors

Many instructors have never thought through the nature of an appropriate student attitude toward instructors and so they treat students quite harshly.

There is a prevalent misconception that something is wrong if students like their instructor. A commonly heard statement is "I don't want them to like me; I want them to respect me." With young people, liking and respect are usually inseparable and, if one is discouraged, there may be loss to the other. Instructors who utter such statements may confuse fear and respect. In some cases, this stance is an ego-protective rationalization arising from the fear that they are not likable.

Instructors may hold other misconceptions about interactions with students. Some are afraid of being accused of fraternizing or of encouraging students in order to curry favor with them. These instructors often adopt strict disciplinary techniques without realizing that this is counterproductive as well as unnecessary. They may also use coldness or rough language to keep students at a distance and avoid the taint of overfriendliness.

Other misconceptions are that students are not motivated and that using rough language provides the desired motivation. Most students are already motivated toward the Navy and studying when they enlist. They may not appear to be because of immaturity or they may have been "turned off" by unfortunate experiences while in training. Although the instructors must require students to meet the standards, they should be objective and matter of fact and avoid tactics that affront, humiliate, or bully students.

DLs may have some of the same hang-ups just described, but they must realize that instructors who display these behaviors are the problem instructors, generally speaking. They will get over this problem if they hear their peers express other opinions. The ideal outcome of the students' experiences with instructors is for the students to admire, respect, and like the instructors. This will occur if instructors are fair, businesslike, pleasant, and respectful in their interactions with students. Students are predisposed to admire and respect their instructors and many are also searching for models to emulate.

They will find their models if their instructors exemplify these characteristics. The discussion questions are designed to bring out both good and poor practices and the DL must ensure both sides are expressed. Some specific suggestions are given in the next topic, which concerns a related type of problem instructor.

Misplaced Courtesy

The DL must beware of extending unwarranted courtesy or avoiding the issue when participants make exaggerated or prejudiced statements about the students, the job, or the school. When such statements are made, as they usually are sooner or later, the other participants look to the DL to determine how to react. If the DL says, "OK," to mean that the comment was heard (but not to imply agreement), the other participants will take the response as an invitation to utter their own criticisms, sarcastic remarks, complaints, etc., and the discussion will degenerate rapidly. This is because the instructors' work involves a great deal of tedium and frustration that mostly centers around their efforts to help students who are sometimes slow, negativistic, or unappreciative. Hence, complaints emerge readily. As noted earlier, however, to allow gripe sessions is counterproductive to the group discussion and the DL must not unwittingly encourage them. Since the DL is also inevitably perceived as representing the school, the presumed acceptance of statements with a nonconstructive orientation will be taken to mean that the DL and the school endorse the statement. The participants identify it as the "school solution" through the DL's failure to counter. Thus, it is vital that the DL challenge exaggerations, stereotypes, name calling, false statements, and reports of techniques that are counter to the objectives of the Navy and harmful to the objectives of the in-service training. This is especially critical when instructors report using punitive, sarcastic, or humiliating techniques on students whom they regard as unmotivated or unmilitary or any others who arouse their anger.

The DL's first response to these kinds of reports is to ask for the views, experience, or opinions of other participants. If they speak out against this harsh type of instructor behavior, as they often do, the DL does not personally need to comment. The DL also has the choice of when to counter a negative utterance; it is not always necessary to do so immediately. For example, one can say something on the order of, "That's one approach to dealing with a difficult unmotivated unmilitary student. Let's consider other techniques used by instructors and see what you think of them." This type of comment puts the group on notice that other approaches to student control are desired, stimulates reports of other techniques, and sets the stage for evaluating techniques according to their effects on the students.

If the participants discuss the negative techniques only from their side of the interaction, the DL may say something like, "We have covered the way you feel about these techniques. Now, let's look at them from the students' side. Petty Officer _____, what did the student feel when you said _____ to him?" Several comments should come from the group. The DL may then ask for ways to correct misbehavior or mete out deserved punishment that do not automatically set up a "power trip" or "good-guy/bad-guy" scenario. Fairness and calmness are the essential aspects of punishment; the instructor who gets hot under the collar has just blown an important part of his job.

Controlling Participants vs. Controlling Topics

A significant difference exists between controlling what the participants say to each other and controlling the topics on which they express their opinions and experience. The

DL does not control what they say to each other, but the focus of the discussion must be kept on the planned topics. When participants stray from the topics introduced, the DL exercises control to resore the discussion to its proper direction. DLs may use statements such as, "That is an interesting topic; I wish we had time to follow up on it," or, "We will try to come back to it later," or another variation. The subject is then reinstated for discussion. "We were talking about _____, and Petty Officer _____ said _____. How do you feel about that, Petty Officer _____?" or a variation of such a speech.

The most frequent cause of digressions is the participant who, caught up in interesting ideas, jumps into a pause and starts to talk without regard to what the previous speaker was saying. It is reasonable to listen to the new speaker long enough to determine whether his remarks are relevant to the topic. If they are—or if the previous topic was exhausted and the new topic is a good one—the DL may let the new speaker continue. But if the one who interrupted cut off a good train of discourse, the DL may say something like, "Hang on there, Petty Officer _____. We were right in the middle of [topic_____], and we want to hear the rest of Petty Officer _____'s ideas. _____, you were saying [so and so], so carry on with your ideas."

Later, when the first topic has been covered or the first speaker has finished, the DL can ask the instructor who interrupted, "Does your comment relate to what Petty Officer _____ was talking about?" or, "We seem to have covered that topic. Unless there is some further comment, let's turn to the subject Petty Officer _____ wanted to bring up." If relevant, the DL allows the new topic. Relevance, of course, is determined by the objectives of the discussion sessions.

Keeping Perspective

Inexperienced DLs typically feel that they must keep the discussion running smoothly without pauses, regressions, or rambling and without conflicts between participants. They often assume that they are supposed to have everything under perfect control. At signs of disorganization or conflict, they may become anxious and try to control the discussion either by lecturing or asking leading questions. Such actions reduce the value of the discussion and can mobilize instructor resistance to the extent that they refuse any further meaningful contribution or participation.

Often, group discussions seem to be relatively unorganized even with a skilled DL running the group. If the discussion is to be worthwhile, there must be spontaneity. When views of participants are requested, their expression must be permitted. There is bound to be some disagreement when eight to ten petty officers get into a discussion. This probably will make DLs anxious, but they must still try to keep a proper role. If, however, the DL becomes dictatorial or diverts the discussion to something unproductive, the DL colleague should interrupt and ask for a private recess to clarify the problem and get the discussion back on track.

It cannot be too strongly emphasized that good, productive discussion involves difference of opinion, which often is expressed strongly enough to be classed as a "conflict." There is little benefit without a difference of opinion. The person who expresses extreme, punitive, or abitrary views is an essential group member, who causes all participants to reexamine their own views by bringing issues to the surface. The DL must not become upset, show disrespect, or "put down" the "extreme" instructor in either subtle or obvious ways. The DL should not suspend the right of participants to speak or to be respected. The "extreme" instructor is the person who most needs this program and, if

treated with the same respect as more moderate group members, he or she will profit from the alternate views of the group.

DLs are not responsible for the views expressed by the participants. They are only responsible for seeing that all members have the opportunity to express their views about the given topic and that each participant is treated with professional courtesy.

It is not required that DLs know what to say on all occasions. Often, they may simply keep silent or ask others to respond. Occasionally, the DL may say, "We need time to think about that; let's come back to it later," or he or she may ask the DL colleague for input. The DL is not a know-it-all, fountainhead of wisdom, resident expert, or censor of others. The DL involves and encourages conversation between several members of a discussion group. If no one has anything to say for a few moments, the DL could remark, "Well, we're all thinking about something. Let's see what comes out of our reflections," and keep silent for several seconds more waiting to see if anyone is struggling to frame some comment. If nothing happens, the DL can go on to the next topic or general question without any other remark.

SECTION 8. EVALUATING THE COURSE

In any training intervention, the most important question is whether behavior is changed in appropriate ways. For example, in one large "A" school, instructor use of disparaging terms toward students dropped abruptly after several groups of instructors completed the program. This change in behavior was judged by school personnel to be a desirable outcome of the in-service program. Subsequently, in this same school, some learning center supervisors reported that instructor behavior with students had improved markedly, and instructors reported that their supervisors did a better job in their orientation and indoctrination procedures with new instructors. Such behavioral indicators may be found in different contexts and are the most desirable evidence of program effects.

Feedback may be obtained from the participants by means of a questionnaire. The "A" school just mentioned used a very simple, four-question form for this purpose. The questions were:

1. Did the sessions promote any new understandings of your role in this school?

2. Have you changed your interactions with your students in any way or will you change as a result of this program?

3. Were the sessions worthwhile? Why?

4. Do you have any recommendations concerning the sessions?

Questions like this can easily be adapted for particular interests and are usually well accepted by the participants if anonymity is assured. As used in the "A" school (above), about 95 percent of the comments were favorable and many participants signed their names even though anonymity was requested.

It must be kept in mind that the great majority of instructors normally conduct themselves in a highly professional manner, and changes in their behavior may not be expected. Therefore, review of evaluation data might focus on a relatively small number of personnel.

Evaluation of this program by questioning the students of the participating instructors is not recommended because the instructors could perceive a threat in a student questionnaire. Generally, however, the instructors find discussing a hypothetical student questionnaire such as that shown in Figure 1 very interesting. Participants may be asked to comment on how the positive and negative factors described in the questionnaire affect students. They may be asked how their own students would judge them and how their ratings would compare to those received by other instructors. The DL should not ask participants to identify their own negative factors; some will do this without being asked, and this leads to recognition of personal shortcomings by most participants.

Directions

This form contains a set of positive statements and a set of negative statements. You may agree or disagree with either kind. Written comments are requested on the last page. Do not identify yourselves in any way.

Positive Response Scale

A. Generally true of my instructor.
B. Somewhat true of my instructor; it is true to some extent.
C. Does not describe my instructor very well or is generally not true.
D. Unable to make a judgment on this item.

The following positive factors can be measured with this scale:

1. Knows the students' names.
2. Is pleasant.
3. Reminds us to think about our goals.
4. Is enthusiastic about teaching.
5. Helps students understand difficult parts of the course.
6. Encourages students to work hard.
7. Makes himself/herself available to talk to students before or after class.
8. Is always willing to help counsel students with problems.
9. Recognizes or praises good work.
10. Gives positive standards, things to aim at.
11. Recognizes good military appearance.
12. Talks about Navy jobs in a positive way.
13. Helps students with study tips.
14. Praises efforts.
15. Points out applications or relationships of what we learn.
16. Is a good model of a military person.
17. Shows approval of students' progress in little ways.
18. Treats all students equally.
19. Respects us as individuals.
20. Is pleased when we do something well.

Negative Response Scale

A. Does not describe my instructor very well or is generally not true.
B. Somewhat true of my instructor; it is true to some extent.
C. Generally true of my instructor.
D. Unable to make a judgment on this item.

The following negative factors can be measured with this scale:

21. Criticizes students who miss tests or lab exercises.
22. Uses profanity.
23. Says or implies that students are lazy.

Figure 1. Sample student questionnaire.

24. Calls students names.
25. Calls students down in the presence of others.
26. Will ignore something that students do one day and "snap" at them for doing the same thing the next.
27. Criticizes unsatisfactory appearance but never praises good appearance.
28. Wants a lot of attention from certain students.
29. Is sarcastic.
30. Does not present a very good role model.
31. Chews out students when they ask for help.
32. Says critical things about the Navy or the school.
33. Does not seem to respect students.
34. Almost never uses verbal rewards like "good work."
35. Does not try to learn the students' names.
36. Has favorites or "teacher's pets."
37. Puts the students down in one way or another; does not try to build them up.
38. Is not interested in students' aspirations.
39. Will not listen when students try to put something across or explain something.
40. Is seldom available before or after class.

Please write down anything your instructor has said or done that encouraged you, added to your interest in this field, gave you any satisfaction, gave you a feeling of pride, made you feel good, rewarded you in any way, or strengthened your feelings of identification or relatedness with the Navy. (If you can not think of anything positive he/she has done, say so.)

Write down things your instructor has said or done that turned you off, made you feel bad, hurt your self-confidence, took away from your interest, scared you, made you angry, made you dislike the Navy, or generally reduced your motivation or your feelings of identification with the Navy. Be specific; state what was said or done and give clear enough statements so that we can understand what happened and how you felt. (If you can't think of anything negative, say so.)

Figure 1. (Continued)

SECTION 9. CONFIDENTIALITY

Participants may be guarded in their statements during the opening minutes of a session. Caution disappears, however, when they perceive that the discussion is conducted in a competent, professional manner and when they get caught up in a topic. Some persons may say things that many career petty officers and officers would find objectionable. The peers in the discussion group provide appropriate and timely responses, but the training official may be upset when reviewing the audio tape later. In no way should any comments in the discussion be used against anyone, because this would violate his or her rights. Also, this program probably would lose its credibility if the DL or the training official were to pass on some of the questionable remarks. Professionalism and confidentiality are necessary for the success of this in-service training program.

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